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ABSTRACT

Analysis of data from the High School and Beyond (HS&B) longitudinal survey suggests that young Asian American females reach higher levels of educational attainment more quickly than young Asian American males and that these differences are most noteworthy among immigrants or the children of immigrants, Chinese Americans, and Filipino Americans. HS&B statistical data were analyzed from the 1986 follow-up survey of 1980 high school seniors. The following findings are reported: (1) Asian American females' educational attainment was significantly higher than that of Asian American males when compared to the gender differences found among Blacks, Hispanics, Native Americans, and Whites; (2) the effect of the language spoken at home was significant for Chinese American females and Filipino American males; (3) no significant sex differences in educational attainment were found for Asian Americans from homes where English was spoken, but Asian Americans whose home language wasn't English included a higher percentage of high-attaining females than males; and (4) Chinese American and Filipino American females had significantly higher levels of attainment than males, while Japanese American and other Asian American males had slightly higher levels of attainment than females. Further research might examine the gender differences in parental treatment, acculturation, and motivation on Asian American females and males. A list of 27 references and three tables of statistical data are appended. (FMW)

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Gender Differences in Educational Attainment Among Asian Americans in the High-School and-Beyond Senior-Cohort Third Follow-Up Survey

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Abstract

In this paper, data are examined from the third follow-up of High School and Beyond (HS&B), a national longitudinal survey of American youth. HS&B data from the 1986 follow-up survey of 1980 high school seniors are examined to: (a) determine whether gender differences exist in the educational attainment of HS&B Asian-American youth and compare these differences with those found among other groups (blacks, Hispanics, native Americans, and whites); (b) confirm that immigrant status and ethnicity account for Asian-American men's and women's educational attainment (as suggested by the literature), and (c) see if immigrant status and ethnicity are differentially related to the men's and women's educational attainment. The findings suggest that young Asian-American females reach high levels of educational attainment more quickly than young Asian-American males and that the differences are particularly noteworthy among immigrants (or the children of immigrants), Chinese-Americans, and Filipino-Americans. Possible reasons for the gender differences in educational attainment among Asian Americans are suggested and directions for future research are proposed.

Gender Differences in Educational Attainment Among Asian Americans in the High-School and-Beyond Senior-Cohort Third Follow-Up Survey

Background

Asian Americans' High Educational Achievement and Attainment

That Asian-American children have succeeded on secondary-level achievement and ability tests is well known (Hsia, 1988). For example, on the achievement tests administered in the U. S. Department of Education's National Center for Education Statistics (NCES) 1972 National Longitudinal Survey and in its 1980 High-School-and-Beyond (HS&B) survey, Asian Americans outscored the total sample on vocabulary subtests. In quantitative school subjects, Asian Americans' average achievement- and ability-test scores have typically been higher than the scores of students in other racial or ethnic groups on NCES national surveys and on college-entrance aptitude tests. Even low-income, college-bound Asian-American high-school seniors' average scores have been higher on *Scholastic Aptitude Test* (SAT) Mathematics than college-bound seniors of all other racial or ethnic groups.

It is perhaps less well known that Asian Americans' average educational *attainment* (that is, their highest level of education) is higher than other racial or ethnic groups in the United States. Data from the 1980 census show that, except for Vietnamese, Asian Americans have higher educational attainment levels than whites (Hsia, 1988; see also Eagle, Fitzgerald, Gifford, Zuma, & Carroll, 1988, and Peng, 1988). Summarizing census data and the work of Gardner, Robey, & Smith (1985), Lee & Rong (1988) concluded that, among the total U.S. population in 1980, 26% of "white male high school graduates and 18% of white female high school graduates earned college degrees, compared to 43% of Asian-American male and 33% of Asian-American female high school graduates" (p. 556). In addition, Asian Americans are "somewhat more likely than whites to complete high school or college at lower than usual ages" (Lee & Rong, p. 556).

Variables Possibly Affecting Asian Americans' Educational Success

Immigrant status. Studies have suggested that immigrant Asian-American children may have shown higher levels of educational achievement and attainment than native-born Asian-American children. As summarized by Hsia (1988), for example, SAT-Mathematics data have shown that the scores of Asian Americans who spoke a language other than English at home have been higher than the scores of Asian Americans who spoke English at home.

Between 1970 and 1980, immigrants became the majority of Asian Americans (Gardner, Robey, & Smith, 1985). It is reasonable to assume that many of these immigrants (or their children) are entering higher education. The recent growth in the number of Asian Americans enrolled in higher education (Hsia, 1988) seems to confirm this assumption.

Asian-American immigrants during the past 25 years have had considerably higher educational-attainment levels than earlier immigrants to the United States.

For example, between 1966 and 1971, 65% of Filipino immigrants were professional or technical workers and between 1966 and 1975, 49% of Chinese immigrants were professional or technical workers (Takaki, 1989). Lee & Rong (1988) have suggested that, just as the children of Europeans who emigrated to the United States (particularly Jews) were more likely than native-born European Americans to show educational success during 1890-1970, recent Asian-American immigrant children probably also have shown higher levels of educational success. Indeed, in 1983-84, Asian Americans taking the *Graduate Record Examination* came from families better educated than all other ethnic racial or ethnic groups (Hsia, 1988).

Ethnicity. Ethnicity might account for educational achievement or attainment among Asian Americans. For example, Hsia (1988) has summarized 1980 U.S. census data showing that the median number of years of school completed by people 25 years or older varied among Asian Americans from 12.4 years (for Vietnamese) to 16.1 years (for Asian Indians). The diverse cultural and historical backgrounds of the ethnic groups comprising Asian Americans (typically consisting of Asians from India, Cambodia, Laos, Vietnam, Japan, Korea, China, Taiwan, Hong Kong, and the Philippines) suggest that we might expect considerable variation in educational performance within the total Asian-American group. As Mizokawa and Ryckman (1988) have stated, "Generalizations about 'Asian Americans' . . . may not be very meaningful, despite the obvious methodological and statistical convenience of classifying all Americans with Asian ancestry into a single category" (p. 15; see also Bagasao, 1988, and Hsia, 1988).

Asian-American Women's Contributions to the Group's Educational Success

Reports have shown that immigrant females in the early 20th century sometimes had higher educational-attainment levels than males. Olneck and Lazerson (1974) summarized studies of the early 20th-century levels of secondary-school attainment in four American cities. Among most ethnic groups, immigrant girls completed more years of high school than boys (probably due to differences in employment opportunities). More recently, demographic trends have suggested that young Asian-American women may be succeeding educationally as much as, if not more than, young Asian-American men. Among recent Asian-American immigrants, about half of the Vietnamese and the Asian-Indian immigrants and more than half of the Chinese and Filipino immigrants have been women (Takaki, 1989). If immigrants have accounted for the high educational achievement and attainment of all Asian Americans, as suggested in the literature, it follows that the contribution of women immigrants to the educational successes of Asian Americans might have been substantial.

Studies have suggested that American women of Asian ancestry may have accounted for Asian Americans' recent educational performance more than white women in the United States have accounted for Caucasian's educational performance. Hsia (1988) summarized research showing that, between 1975 and 1983, among Asian Americans who were winners in the New York region's Westinghouse Science Talent Search, almost half were women, whereas only about a quarter of

the white winners were women. Campbell, Connolly, Bologh, and Primavera (1984) studied 78 Asian-American and 209 white students enrolled in advanced science and mathematics courses in 27 New York City high schools. Although the Asian-American women in the study were from less affluent families than the Asian-American men or the whites, they read more technical literature and knew more computer languages than both the white males and females. The Asian-American women examined in Campbell et al. spent more time gaining technical literacy than the white women, and, compared with the white women, were less likely to think that socializing activities were important. Hsia (1988) reported that: (a) of all women enrolled in Massachusetts Institute of Technology in 1986, 24% were Asian-American women; (b) of all females who scored between 750 and 800 on SAT-mathematics in 1985, 14% were Asian Americans; (c) "the proportion of Asian American females who plan to major in mathematics, physical sciences, or engineering is about the same as all other males" (p. 83); (d) HS&B data show that Asian-American women had as high a percent of women in engineering majors (9%) as male students of any other group; and (e) the percent of Asian-American women who intended to pursue a doctoral or other professional degree rose from 24% in 1980 to 29% in 1985, whereas the percent for Asian-American men remained at about 33%.

Brandon, Newton, and Hammond (1987) summarized mathematics achievement-test data in Hawai'i, where Japanese, Chinese, and Filipinos in 1986 comprised 39.1% of the total state population (Department of Business and Economic Development, 1988). In contrast to many mainland-U.S. studies, Brandon et al. showed that female students outperformed males in Grades 4, 6, 8, and 10. Although these results were found for all racial and ethnic groups in the state, the findings showed greater differences favoring females among students of Asian background than among Caucasians. Apart from this study, however, studies designed to analyze gender differences in the educational achievement or attainment of Asian Americans have not been reported.

Data from the High-School-and-Beyond Study

Without considering race and sex, conclusions about educational achievement and attainment in the United States may "oversimplify theory and perpetuate biases" (Grant & Sleeter, 1986, p. 207). However, as Lee and Rong (1988) have said about reports on Asian Americans, detailed categorization by variables such as gender have rarely been available. HS&B, the second in a series of NCES longitudinal studies of American students in their secondary and post-secondary years, is an exception. Under contract to NCES, the National Opinion Research Center first collected HS&B data on a multi-stage, stratified, cluster sample of 10th and 12th-graders nationwide in 1980; follow-up surveys were conducted on subsamples in 1982, 1984, and 1986. Data have been collected on the students' backgrounds, behaviors, achievements, attainments, and attitudes. Because of the small number of Asian Americans included in the HS&B sample, studies of the educational characteristics of Asian Americans in HS&B must be carefully conducted and cautiously reported.[1] Nevertheless, HS&B has provided among the best available

nationally representative data on the educational attainment of Asian-American youth and may provide tentative insights on the contribution of Asian-American women to the group's recent educational successes.

In the present study, three hypotheses about the 1986 HS&B follow-up study of 1980 high-school seniors are examined. The first hypothesis (as suggested by the recent literature on Asian-American educational and demographic trends) is that gender differences favoring women exist in the educational attainment of HS&B Asian-American youth six years after their senior year in high school. The second hypothesis is that immigrant status and ethnicity (the variables suggested in the literature) account at statistically-significant levels for both HS&B Asian-American men's and HS&B Asian-American women's educational attainment. The analyses for the first two hypotheses set the stage for the analysis for the third hypothesis, which is that immigrant status and ethnicity are differentially related to HS&B Asian-American men's and women's educational attainment.

Hypothesis No. 1: Asian Americans Show Gender Differences in HS&B Educational Attainment

The purpose of the first analysis conducted for this study is to examine the hypothesis (suggested by the recent literature on Asian Americans) that the educational-attainment levels of young Asian-American women in the HS&B survey are higher than young Asian-American men's. To see how Asian-American gender differences compare with the rest of the nation, the differences found among the other four HS&B groups are also examined (whites, blacks, Hispanics, and native Americans).

Method

In this study, educational attainment is defined as a two-level version of the HS&B senior-cohort third-follow-up variable *edattain*, with 1 = low educational attainment (an educational-attainment level of no higher than a post-secondary license or certificate) and 2 = high educational attainment (that is, completion of a two-year post-secondary degree program or higher). Two sub-analyses were conducted:

1) To show the distributions of educational attainment, frequency and percentage distributions (with unweighted *n*s and weighted percentages) were prepared for each of the five groups (Asian Americans, blacks, Hispanics, native Americans, and whites), categorized by gender.

2) To see if the HS&B Asian-American women's educational attainment levels are higher than Asian-American men's levels and if the Asian-American gender differences are greater than the differences among the four other HS&B groups, one-way analyses of variance were conducted on each group's mean scores (using weighted *n*s).[2]

Results

As seen in Table 1, 43.4% of Asian-American women and 31.1% of Asian-American men show a high educational attainment level (that is, a 2-3 year degree or higher). Asian-American women's educational attainment is higher than men's at a statistically significant level (F=5.70, p=.0175) and Asian-American gender differences are greater than the differences found among blacks, Hispanics, native Americans, and whites in the HS&B sample.

Insert Table 1 about here

Hypothesis No. 2: Immigrant Status and Ethnicity Account for Asian-American Men's and Women's Educational Attainment at Statistically Significant Levels

Immigrant status and ethnicity have been hypothesized in the literature as possible predictors of Asian-American educational attainment. The purpose of the second analysis is to confirm the hypothesis that immigrant status and ethnicity predict educational attainment at statistically significant levels for both Asian-American young men and women in the HS&B senior-cohort third follow-up survey.

Method

The HS&B variable *homelang* and four dummy variables recoded from the HS&B variable *BB090* were entered as independent variables in stepwise multiple-regression equations (one for each gender), with the HS&B educational attainment variable *edattain* (recoded as a two-level variable) entered as the dependent variable. *Homelang* is a four-level continuous variable that serves as an indicator of whether HS&B Asian Americans are immigrants or the children of immigrants. The variable shows what language was spoken at home when the HS&B respondents were children, where 1 = non-English monolingual, 2 = non-English dominant, 3 = English dominant, and 4 = English monolingual. BB090 is a variable showing the HS&B respondents' ethnicity. Dummy variables for (a) Chinese, (b) Japanese, (c) Filipinos and (d) other Asian Americans were created from BB090. (Japanese, Chinese, and Filipino are the three largest Asian-American ethnic groups. The *Other* group [n = 121 of the total 376 HS&B Asian-American 1980 high school seniors tracked through 1986] consists of Indians, Pakistanis, Koreans, Vietnamese, Pacific Islanders, and an "other" category.) The weighted data were analyzed with SAS PROC REG, using SAS's default .15 significance level for determining whether a variable was entered into the regression equations.[3]

Results

In Table 2, the variables that significantly accounted for educational attainment are shown. For Asian-American females, the home language variable and the

dummy variable for Chinese were significant, and for Asian-American males, the dummy variable for Filipinos was significant. For females, the model accounted for a total of 11.23% of the variability in educational attainment, and for males, it accounted for 1.2%.

Insert Table 2 about here

Hypothesis No. 3: Immigrant Status and Ethnicity Are Differentially Related to Asian-American Males' and Females' Educational Attainment

The first two analyses established that gender differences exist among HS&B Asian Americans and identified some variables that significantly account for Asian-American males' and for Asian-American females' educational attainment. These analyses set the stage for the final analysis, in which the hypothesis that immigrant status and ethnicity are differentially related to HS&B Asian-American men and women's educational attainment is examined.

Method

The weighted percentages of Asian-American males and females with low educational attainment and the weighted percentages with high educational attainment were calculated for each of the four Asian-American ethnic groups (Chinese, Filipino, Japanese, and other) and for a two-level version of the home-language variable.[4] Using software developed by the U.S. Department of Education (Carroll, 1989), the standard errors of the percentages were adjusted for the complex-survey design effects.[5] The significance of the differences between the percentages was calculated using one-tailed *t*-tests ($\alpha = .10$) for the two levels of the home-language variable, for Chinese, and for Filipinos.[6]

Results

In Table 3, the unweighted *n*s, weighted percentages, and adjusted standard errors of the percentages are given for high- and low-attaining Asian-American males and females, categorized by the two-level home-language variable and the four ethnic groups. For comparison, the results are also shown for all Asian Americans (males and females combined). Although the ethnicities *Japanese* and *Other Asian Americans* (that is, non-Chinese, non-Japanese, and non-Filipino) were not found to significantly account for Asian-American educational attainment in the stepwise regression of Analysis No. 2, the *n*s and percentages of the Japanese group and the Other Asian Americans group are included in Table 3 to show the relatively small gender differences in these groups and to compare these differences with those found among the Chinese and Filipino groups.

Insert Table 3 about here

As seen in Table 3, Asian Americans whose home language was non-English show a significantly higher percentage of high-attaining females than of males. Of the females, 55.45% have a two-year degree or more, and of the males, 39.56% have a two-year degree or more. Among Asian Americans whose home language was English, no statistically significant differences are found between males and females. Among Chinese and Filipino Americans, the females' levels of educational attainment are significantly higher than the males' levels. Among the Chinese, 66.82% of the females and 40.38% of the males have a two-year degree or more, and among the Filipinos, 44.20% of the females and 20.81% of the males have a two-year degree or more. In contrast, among Japanese and among other Asian Americans, males attain slightly higher levels than females.

Discussion

The findings presented here tentatively confirm the three hypotheses suggested in the recent literature on Asian-American demographic and educational trends. The first hypothesis is that HS&B Asian-American women's educational-attainment levels are higher than HS&B Asian-American men's levels. The results show that Asian-American females in the HS&B third follow-up survey have higher educational attainment levels than Asian-American males. The results also show that, for the HS&B third follow-up senior-cohort subsample, the gender gap in educational attainment among young Asian-Americans is greater than the gap found among blacks, Hispanics, native Americans, and whites.

The second hypothesis is that immigrant status and ethnicity predict educational attainment at statistically significant levels for Asian-American males and for Asian-American females in the HS&B senior cohort. The results show that immigrant status (home language) and the variable for Chinese account for HS&B Asian-American women's educational attainment at statistically significant levels. For men, the model predicts a small proportion of the variance in educational attainment -- only the variable for Filipinos accounts for HS&B Asian-American men's educational attainment at a statistically significant level. Thus, the findings show that educational attainment is more strongly related to Asian-American women's immigrant status than to men's.

Although home language does not statistically account for young Asian-American men's educational attainment, the prediction of educational attainment by the variable for the Filipino ethnic group provides some support for the relationship between immigrant status and young Asian-American men's educational attainment. Of the Filipino group, 66.3% were foreign-born in 1980 (Gardner, Robey, & Smith, 1985). Similarly, of the Chinese group (in which females show significantly higher

educational attainment than males), 63.3% were foreign-born; in contrast, of the Japanese group (in which males show higher educational attainment levels than females), only 28.4% were foreign-born in 1980. The finding for Asian-American males that an ethnic group consisting mostly of recent immigrants predicts educational attainment provides some support for the hypothesis that immigrant status accounts for Asian-American men's educational attainment levels.

The third hypothesis is that immigrant status and ethnicity are differentially related to HS&B Asian-American men's and women's educational attainment. The findings suggest that Asian-American gender differences in educational attainment may be particularly significant among young-adult immigrants (or the children of immigrants), Chinese-Americans, and Filipino-Americans. Statistically significant differences were found among Asian-American young women and men whose home language was non-English monolingual or non-English dominant -- that is, among Asian-Americans who are immigrants or the children of recent immigrants. Chinese women show significantly higher levels of educational attainment than Chinese men, as do Filipino women compared with Filipino men.

Other hypotheses about gender differences in young Asian-American educational attainment levels are only speculative. Such hypotheses might consider factors such as: (a) Asian-American parents' influence over their children's postsecondary-school activities, (b) adaptation to the American culture, and (c) motivation to succeed in education.

Possible Gender Differences in Parental Influence

In their summary of reports showing that immigrant females sometimes had higher educational-attainment levels than immigrant males in the early 20th century, Olneck and Lazerson (1974) showed that immigrant girls in most ethnic groups completed more years of high school than immigrant boys, but that in some immigrant groups, such as Russian Jews and Southern Italians, the boys completed more years of high school than the girls. Olneck and Lazerson hypothesized that cultural attitudes toward the education of sexes may have influenced educational attainment levels. Among immigrant Russian Jews, for example, the education of males was highly valued, and among immigrant Southern Italians, the education of females was disparaged.

Among late 20th-century Asian-American immigrants, culture-specific attitudes and behaviors may also affect educational attainment levels, but with the reverse effect from the early part of the century. It is clear in the literature that Asian-American parents have high expectations about their children's educational success (see Campbell et al., 1984; Mordkowitz & Ginsburg, 1986; Takaki, 1989). Speculation suggests that these expectations may affect young Asian-American women more than young Asian-American men. Perhaps sex roles may lead Asian-American girls and young women to heed their parents more than Asian-American boys and young men.

Gender Differences in Acculturation

Another hypothesis suggests that Asian-American males acculturate less easily or quickly to American culture than Asian-American women. Arkoff, Meredith, and Iwahara (1962) presented findings suggesting that Japanese-American boys were more deferential than their Japanese-national counterparts and summarized research suggesting that females of Japanese descent "appear to be acculturating more quickly or easily than males. . . " (p. 65; see also Meredith, 1965). Bartos and Kalish (1961) reported that Japanese-American boys were less likely than Japanese-American girls to become leaders. Assuming that the findings for Japanese generalize to other ethnic groups, these studies suggest that young Asian-American immigrant females' educational attainment might be higher than the males' levels because the females acculturate faster.

Gender Differences in Motivation

Asian Americans immigrate from countries in which females' educational status is less than in the United States and in which females' educational opportunities are fewer. The contrast between the status and opportunities of Asian-American immigrant girls (or the daughters of immigrants) in their native countries and the status and opportunities available in the U. S. may serve as a potent motivator. Takaki (1989) summarized an anecdote about a female Vietnamese immigrant named Winnie Che and said that "Vietnamese women like Winnie Che have begun to stretch and feel the arches of their backs, freeing themselves for new activities and identities" (p. 456). In contrast, Vietnamese men have become "extremely insecure" (p. 456) because their wives in the U. S. have become more socially and financially independent of men.

Future Research

Because of the small *n*s of Asian Americans and complex-survey data in the HS&B study, additional research should be conducted to confirm the findings presented here. Future research might also examine the differential effects of parental expectations, acculturation, and motivation on Asian-American young men and women. In the HS&B surveys, variables to measure such effects are included. However, not all data are available for all Asian Americans, and when additional variables are added to regression equations on the small HS&B Asian-American subsample, the cumulative effects of missing data drastically restricts the number of cases.[7]

The analyses reported here show that Asian-American women attain their education more quickly than their male counterparts six years after their senior year of high school. The results do not indicate, of course, whether Asian-American women will maintain the educational-attainment gender gap many years after high school or if they will reach higher *occupational* attainment levels than Asian-American men. Both issues are significant and should be examined when data become available.

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Footnotes

[1]The number of Asian Americans tracked through the third (1986) HS&B follow-up survey was 376. The *n*s in Asian-American subgroups are small, the standard errors are larger than those reported for some other groups, and the greatest number of Asian-American respondents in a primary sampling unit (school) is 15.

[2]The first two analyses use SAS statistical procedures that do not account for design effects. This follows the convention of Lee & Byrk (1988) in their study of HS&B data.

[3]Lee, Forthofer, and Lorimar (1989) said in their recent monograph on analyzing complex-survey data (for example, data from a multi-stage, stratified, cluster sample such as the HS&B sample),

> A preliminary investigation of the existence of relations [among variables] can be performed using standard SRS [simple-random sampling] procedures. The SRS-based tests can be used to screen out variables that are clearly not related to one another or to some dependent variable. This screening analysis is often performed because the analyses that incorporate both the sample weights and the data structure are much more computer intensive than the SRS-based procedures. In relational analyses, one rule of thumb is to drop from further consideration any variable that is not significant at an α level of 0.15. . . . Those variables found to be significant need to be examined further by taking the data structure into account. (p. 42)

[4]Home-language was analyzed as a two-level variable to increase the size of the *n* of Asian American males or females in each cell of the analysis and to present the data in an easily interpretable manner.

[5]Because the primary findings of this study are from the third analysis, the methods used in the third analysis are more cautious than the methods used in the first two analyses and examine differences in descriptive statistics that are adjusted for the HS&B design effects.

[6]To analyze the data for Hypothesis No. 3, four *t*-tests were conducted. In conducting multiple *t*-tests, statistically significant findings of differences between males' and females' levels of educational attainment might be obtained due to error. To help guard against the probability of reporting findings due to error, one approach is to first establish whether statistically significant relationships exist between educational attainment and the variables suggested by the literature (immigrant status ethnicity). For this reason, the regression analyses (reported for Hypothesis No. 2) were conducted. This approach is similar to the approach of Eagle, Fitzgerald, Gifford, Zuma, & Carroll (1988), who conducted *t*-tests showing "results for student characteristics that were identified as having a significant relationship with the type of behavior studied, even within a multivariate analysis" (p. A-3).

[7]In data from the National Educational Longitudinal Survey-88 (NELS-88), Asian Americans were oversampled, and a sufficient number of cases should be available from follow-up NELS-88 surveys to examine the effects of additional variables on Asian Americans' educational attainment.

Table 1. Gender Differences in Educational Attainment Levels for Five High-School-and-Beyond Ethnic Groups

Ethnic group and gender		Attainment level				Mean**	*F*	*p*
		Low		High				
		*N**	%**	*N**	%**			
Asian Americans	Males	117	68.9	60	31.1	1.31	5.70	.0175
	Females	99	56.6	80	43.4	1.43		
Blacks	Males	982	86.0	190	14.0	1.14	3.96	.0466
	Females	1277	83.3	276	16.7	1.17		
Hispanics	Males	709	86.9	175	13.2	1.13	1.86	.1726
	Females	856	84.7	210	15.4	1.15		
Native Americans	Males	94	77.1	18	22.9	1.23	.80	.3709
	Females	71	82.2	17	17.8	1.18		
Whites	Males	1722	73.3	735	26.8	1.27	2.57	.1089
	Females	1912	71.2	876	28.8	1.29		

*Unweighted

**Weighted

Table 2. Variables That Significantly Predict Asian-American Males' and Females' Educational Attainment in a Stepwise Regression Analysis

Predictor variable	Males			Females		
	R-square	*F*	*p*	*R*-square	*F*	*p*
Language spoken at home when a child	--	--	--	.0744	13.67	.0003
Chinese	--	--	--	.0379	7.22	.0079
Filipino	.012	2.19	.1411	--	--	--

Table 3. HS&B Asian-American Males' and Females' Levels of Educational Attainment, By Home Language and Ethnicity

Variable		Statis-tic*	Males		Females		All	
			License/ certif. or less	2-year degree or more	License/ certif. or less	2-year degree or more	License/ certif. or less	2-year degree or more
Language spoken at home when a child	Non-English monolingual/ dominant**	*N*	48	28	35	33	83	61
		%	60.44%	39.56%	44.55%	55.45%	53.50%	46.50%
		S.e. %	7.67	7.67	7.09	7.09	5.43	5.43
	English monolingual or dominant	*N*	66	30	59	45	125	75
		%	70.34%	29.66%	62.50%	37.50%	65.86%	34.14%
		S.e. %	5.58	5.58	5.75	5.75	4.16	4.16
Ethnicity	Chinese***	*N*	21	15	12	18	33	33
		%	59.62%	40.38%	33.18%	66.82%	47.51%	52.49%
		S.e. %	11.05	11.05	9.18	9.18	7.11	7.11
	Filipino***	*N*	21	7	24	21	45	28
		%	79.19%	20.81%	55.80%	44.20%	65.67%	34.33%
		S.e. %	8.01	8.01	8.69	8.69	6.64	6.64
	Japanese	*N*	18	13	20	20	38	33
		%	58.27%	41.73%	62.27%	37.73%	60.49%	39.51%
		S.e. %	10.54	10.54	9.05	9.05	5.65	5.65
	Other	*N*	47	22	35	17	82	39
		%	67.01%	32.99%	68.75%	31.25%	67.90%	32.10%
		S.e. %	6.91	6.91	8.19	8.19	5.34	5.34

*Unweighted numbers and weighted percentages

**Significant difference between males and females at .10 level

***Significant difference between males and females at .05 level